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ABSTRACT

This study examined the perceptions of Master of Public Administration (MPA) graduates about public administration curriculum and their political acuity. Using data from a national survey on MPA graduate attitudes, it focused on the perceptions of 1,428 MPA graduates who were state administrators, 351 state administrators with bachelor of arts (BA) degrees in public administration, 332 state administrators who held certified public manager certificates, and 3,869 administrators without an administrative degree or training. The study found that respondents holding an MPA or higher degree rated organizational behavior and interpersonal relations, knowledge of political institutions, program evaluation, and policy analysis as more important than did respondents with a BA degree. Respondents with less that an MPA degree rated personnel management and public relations as more important than did respondents with an MPA degree. An appendix provides a copy of the survey questionnaire. (Contains 26 references.) (MDM)

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ED 388 203

MPA GRADUATES' VIEWS ABOUT MPA CURRICULUM AND POLITICAL ACUITY: Findings from a fifty-state study (1990-1993)

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Title: **"MPA GRADUATES' VIEWS ABOUT MPA CURRICULUM AND POLITICAL ACUITY: Findings from a fifty-state study (1990-1993)"**

Authors: Professor Bruce J. Rose, Kentucky State University
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ABSTRACT

This research paper is an outcome of a 1992-93 NASPAA supported Cultural Diversity project designed to promote collaborative instruction, research and outreach activities between faculty members of four HBCU MPA programs and that of Indiana State University's MPA program. Utilizing a sub-set of a fifty-state survey data set collected by the Research Center for Public and International Policy at Kentucky State University (HBCU) **(NSF Grant No. RII 9006583)** this paper analyzes the perceptions of MPA graduates about Public Administration curriculum and their political acuity (Daniel and Rose, 1991). The data includes a comparative analysis of MPA graduates (*N=1,428*) who are state administrators, state administrators that hold a BA degree (*N=351*) in public administration, state administrators that hold a Certified Public Manager **(CPM)** certificate (*N=332*) and those administrators who do not hold any significant administration degree or training (*N=3,869*). The data analysis indicates some attitudinal differences between these groups. These preliminary analyses do not control for other independent and intervening variables. These findings should be of interest to the NASPAA community. It is also an example of direct collaborative research between the historically black university MPA faculty members and that of Indiana State University which had received NASPAA funding to promote such collaborative effort.

I
INTRODUCTION

This is a collaborative research effort between Kentucky State University faculty members and Indiana State University's Center for Government Services. This report is the outcome of a 1992-93 NASPAA sponsored cultural diversity project designed to promote collaborative research and outreach projects between Indiana State University and four HBCU universities (*i.e., Kentcky State University, Howard University, Clark Atlanta University and Jackson State University*).

II
RESEARCH OBJECTIVES

Using available data from a national study conducted by the Research Center for Public and International Policy at Kentucky State University (HBCU), in part the researchers have attempted to seek answers to the following questions.

a. How do practicing public administrators in the American states and territories perceive Public Administration graduate curriculum?

b. Do MPA degree holders view Public Administrative graduate curriculum differently from those with only a BA.

c. How do public administrators perceive the political environment surrounding public agencies? Does it reflect their political acuity? (Daniel and Rose, 1991)

III
DATA SOURCES

In order to insure that a significant size sample of state public administrators having earned the MPA degree and/or CPM certificates, lists were solicited fromn all universities and state supported programs in the fifty-states and Puerto Rico. Additional lists were solicited from personnel directors in the fifty-states and Puerto Rico.

Of the 241 requests sent to MPA granting universities, only 41 cooperated. Six of the ten CPM programs directors provided lists. Personnel directors from seven states and Puerto Rico provided mailing lists. Mailing lists for the remaining states were generated from names and addresses found in the *State Executive Directory* published by the Carroll Publishing Company of Washington, DC. Table 1 below contains the sample sources, number of questionnaires mailed, number returned and percentage returned.

Table 1 Sample Characteristics

SOURCE IDENTIFICATION	NUMBER MAILED	NUMBER RETURNED	PERCENTAGE RETURNED
CPM UNKNOWN	38	38	100.00
CPM GEORGIA	88	45	51.14
CPM KENTUCKY	18	18	100.00
CPM LOUISIANA	114	61	53.51
CPM NORTH CAROLINA	117	85	72.65
CPM OKLAHOMA	28	23	82.14
CPM UTAH	45	31	68.89
BRIGHAM YOUNG	113	50	44.25
CANISIUS	7	4	57.14
DEPAUL	9	5	55.56
DUKE	17	12	70.59
EASTERN MICHIGAN	16	7	43.75
FLORIDA STATE	149	65	43.62
GEORGIA STATE	41	26	63.41
ILLINOIS TECH	5	3	60.00
INDIANA STATE	6	1	16.67
KEAN COLLEGE OF NJ	12	5	41.67
KENTUCKY STATE	31	17	54.84
MISSISSIPPI STATE	63	22	34.92
NORTHEASTERN	79	30	37.97
OHIO STATE	221	108	48.87
OHIO UNIVERSITY	15	4	26.67
SOUTHERN ILLINOIS	16	7	43.75
SOUTHWEST MISSOURI	2	1	50.00
SOUTHWEST TEXAS STATE	43	12	27.91
SUNY-ALBANY	277	152	54.87
SUFFOLK UNIVERSITY	108	33	30.56
TEXAS A&M	9	1	11.11
U. OF TEXAS @ AUSTIN	211	99	46.92
TRINITY UNIVERSITY	13	3	23.08
U. OF ARKANSAS @ LR	14	13	92.86
U. OF CALIFORNIA @ BERKLEY	58	24	41.38
CENTRAL FLORIDA	11	5	45.45
U. OF COLORADO	54	24	44.44
UNIVERSITY OF KANSAS	101	36	35.64
UNIVERSITY OF MINNESOTA	105	62	59.05
U. OF MISSOURI @ COLUMBIA	99	59	59.60
U. OF NEBRASKA @ OMAHA	43	28	65.12
U. OF NEW HAVEN	6	6	100.00
U. OF NORTH CAROLINA @ CH	16	8	50.00
U. OF NORTH CAROLINA @ GRN	4	3	75.00
U. OF PITTSBURGH	44	15	34.09
UNIVERSITY OF TOLEDO	9	4	44.44
WICHITA STATE	12	8	66.67

Table continued on next page

Table 1 Sample Characteristics (continued)

UNKNOWN UNIVERSITY	4	4	100.00
ALABAMA	398	140	35.18
ALASKA	576	113	19.62
ARIZONA	511	121	23.68
ARKANSAS	456	101	22.15
CALIFORNIA	740	220	29.73
COLORADO	410	164	40.00
CONNECTICUT	140	24	17.14
DELAWARE	296	81	27.36
FLORIDA	725	280	38.62
GEOGRIA	385	125	32.47
HAWAII	393	152	38.68
IDAHO	421	236	56.06
ILLINOIS	625	214	34.24
INDIANA	444	90	20.27
IOWA	246	137	55.69
KANSAS	215	81	37.67
KENTUCKY	298	90	30.20
LOUISIANA	353	33	9.35
MAINE	313	66	21.09
MARYLAND	389	103	26.48
MASSACHUSETTS	392	83	21.17
MICHIGAN	322	128	39.75
MINNESOTA	328	80	24.39
MISSISSIPPI	252	89	35.32
MISSOURI	148	42	28.38
MONTANA	225	58	25.78
NEBRASKA	275	92	33.45
NEVADA	334	108	32.34
NEW HAMPSHIRE	170	22	12.94
NEW JERSEY	230	78	33.91
NEW MEXICO	313	70	22.36
NEW YORK	606	183	30.20
NORTH CAROLINA	268	86	32.09
NORTH DAKOTA	148	50	3.78
OHIO	433	90	20.79
OKLAHOMA	205	48	23.41
OREGON	270	117	43.33
PENNSYLVANIA	299	90	30.10
PUERTO RICO	122	42	34.43
RHODE ISLAND	136	20	14.71
SOUTH CAROLINA	347	85	24.50
SOUTH DAKOTA	149	32	21.48
TENNESSEE	297	58	19.53
TEXAS	340	53	15.59
UTAH	999	999	100.00
VERMONT	112	14	12.50
VIRGINIA	345	79	22.90
WASHINGTON	290	86	29.66

Table continued on next page

Table 1 Sample Characteristics (continued)

WEST VIRGINIA	119	58	48.74
WISCONSIN	243	55	22.63
WYOMING	172	39	22.67
UNKNOWN STATE	6	6	100.00
TOTAL	19720	6978	35.39

As can be seen in Table 1 the data set contains a substantial number of responses from state public administrators across the U.S. Although requests for demographic data was minimal, enough information was collected to make inferences that were felt important. Table 2 below contains a general description of the sample's characteristics.

Table 2 General Profile of Study Participants

Related Training/Education	Frequency	Percent	Valid Percent	Cum Percent
CPM	332	.6	5.6	5.6
BACHELOR	351	5.9	5.9	11.4
MPA AND/OR PHD/DPA	1428	23.9	23.9	35.3
OTHER RELATED DEG/TR	896	15.0	15.0	50.3
NO RELATED DEGREE	2973	49.7	49.7	100.0
Total	**5980**	**100.0**	**100.0**	
Gender				
MALE	4091	68.4	69.8	69.8
FEMALE	1769	29.6	30.2	100.0
	120	2.0	Missing	
Total	**5980**	**100.0**	**100.0**	
Ethnicity				
WHITE	5152	86.2	88.5	88.5
AFRICAN-AMERICAN	290	4.8	5.0	93.5
HISPANIC	151	2.5	2.6	96.1
NATIVE AMERICAN	40	.7	.7	96.8
ASIAN OR PACIFIC ISLAND	176	2.9	3.0	99.8
OTHER	11	.2	.2	100.0
	160	2.7	Missing	
Total	**5980**	**100.0**	**100.0**	
Years of Public Service				
1 TO 9 YRS	1029	17.2	17.8	17.8
10 TO 19 YRS	2199	36.8	38.0	55.8
20 TO 29 YRS	1937	32.4	33.5	89.3
30 TO 39 YRS	550	9.2	9.5	98.8
40 TO 49 YRS	67	1.1	1.2	100.0
	198	3.3	Missing	
Total	**5980**	**100.0**	**100.0**	

Table continued on next page

Table 2 General Profile of Study Participants (continued)

Related Training/Education	Frequency	Percent	Valid Percent	Cum Percent
Type of Work Unit				
DATA/PAPER	1364	22.8	24.0	24.0
PEOPLE SERVICE	4034	67.5	71.1	95.1
MACHINE/PROD.	277	4.6	4.9	100.0
	305	5.1	Missing	
Total	**5980**	**100.0**	**100.0**	
Job Responsibility				
ADMINISTRATIVE/PROF	3375	56.4	58.5	58.5
CLERICAL	197	3.3	3.4	62.0
SUPERVISORY	1413	23.6	24.5	86.5
SERVICE	170	2.8	2.9	89.4
LAW ENFORCEMENT	610	10.2	10.6	100.0
	215	3.6	Missing	
Total	**5980**	**100.0**	**100.0**	
Age				
20-29 YRS	65	1.1	1.2	1.2
30-39 YRS	849	14.2	15.0	16.2
40-49 YRS	2671	44.7	47.3	63.4
50-59 YRS	1579	26.4	27.9	91.4
60-69 YRS	460	7.7	8.1	99.5
70-79 YRS	26	.4	.5	100.0
80 YRS & OLDER	2	.0	.0	100.0
	328	5.5	Missing	
Total	**5980**	**100.0**	**100.0**	
Supervisory Responsibility				
1-10 EMPLOYEES	1759	29.4	32.2	32.2
11-50 EMPLOYEES	1971	33.0	36.1	68.2
51-200 EMPLOYEES	1033	17.3	18.9	87.1
201-500 EMPLOYEES	371	6.2	6.8	93.9
501-997 EMPLOYEES	280	4.7	5.1	99.0
1,000 AND MORE EMPLOYEES	53	.9	1.0	100.0
	513	8.6	Missing	
Total	**5980**	**100.0**	**100.0**	
Education				
NOTHIGHSCHOOLGRADUATE	14	.2	.2	.2
HIGH SCHOOL GRAD	157	2.6	2.6	2.9
SOME COLLEGE	383	6.4	6.4	9.3
COLLEGE GRAD	1309	21.9	21.9	31.2
SOME GRAD WORK	605	10.1	10.1	41.3
AT LEAST 1 GRAD DEGREE	3512	58.7	58.7	100.0
Total	**5980**	**100.0**	**100.0**	

Table continued on next page

Table 2 General Profile of Study Participants (continued)

Related Training/Education	Frequency	Percent	Valid Percent	Cum Percent
Appointment Type				
ELECTED OFFICIAL	39	.7	.7	.7
POLITICAL APPOINTEE	1474	24.6	25.6	26.2
MERIT SYSTEM EMPLOYE	3379	56.5	58.6	84.8
OTHER	874	14.6	15.2	100.0
	214	3.6		Missing
Total	**5980**	**100.0**	**100.0**	
Political Cultures (Elazar's Typology)				
MORALISTIC	850	14.2	14.4	14.4
MORAL-INDIVIDUALISTIIC	953	15.9	16.2	30.6
INDIVID-MORALISTIC	692	11.6	11.8	42.4
INDIVIDUALISTIC	1132	18.9	19.2	61.7
INDIVID-TRADITIONALISTIC	251	4.2	4.3	65.9
TRAD-INDIVIDUALISTIC	809	13.5	13.8	79.7
TRADITIONALISTIC	874	14.6	14.9	94.5
TRAD-MORALISTIC	322	5.4	5.5	100.0
	97	1.6		Missing
Total	**5980**	**100.0**	**100.0**	

Table 2 projects a general profile of public managers who participated in this study. A majority of the participants are male (*69.8%*) with less than one third (*30.2%*) are female. Slightly over *86%* of the participants are of European extraction, trailed by African-Americans (*4.8%*), Asian or Pacific Islanders (*2.9%*) and Hispanics (*2.6%*). Age distribution among the respondents shows the largest proportion to be between the ages of 40 and 59 years (*75%*), with *91.4%* being 59 years old or younger.

The sample data indicates that over one half (*58.7%*) have earned at least one graduate degree, and *10.1%* have some graduate work. Another *21.9%* have earned a baccalaureate degree of some type. Only *9.3%* report an education history of less than a college degree. Overall state public administrators, according to this sample, seem to be a very literate group; however, almost one half of the respondents (*49.7%*) have not had any training or education related to public sector management.

When asked about their job responsibility, *58.9%* of the respondents selected the administrative/professional category as best describing their functions. Another *24.5%* being responsible for supervisory chores.

An item on the questionnaire asked respondents to classify their organization. Nearly three quarters (*71.1%*) labeled their units as a people/service oriented agency. Twenty four percent labeled their units as data/paper units, while the remaining *4.9%* selected machine/production.

The data show that *68.2%* reported supervising 50 or less individuals. Another *18.9%* indicated they supervised 51 to 200 employees, with the remaining *12.0%* supervising over 200 individuals.

Well over one half of the respondents (*58.6%*) indicated they occupied a classified position in their state's merit or civil service system. Slightly over one quarter (*25.6%*) of the sample reported occupying an appointed position (*i.e., political*). A surprisingly large number indicated being employed by some other means than the normal categories (*e.g., elected, appointed, merit*). Upon investigation, it was discovered that other than some unusual contractual situations, many individuals employed in states such as Texas that does not have a merit system in the popular sense selected this category. Also, many individuals selected this category that described themselves as civil service appointees. Less than one percent (*.7%*) were elected to their position.

The seniority distribution among these public managers shows that only *17.8%* have fewer that 10 years of service. A majority of the respondents (*71.5%*) reported between 10 and 29 years of service.

The general profile of this sample is that of a college educated and veteran work force. Most of them function in a people-service oriented organizational surrounded mostly by white males. Minorities and women comprise a relatively small portion of the sample.

IV
DATA ANALYSIS AND DISCUSSION

Please keep in mind that this is a working paper and the following statistics and discussion represent a very abbreviated description of the data.

Perception of Public Administration Curriculum

The self reporting questionnaire used to collect the data for this study consisted of six (6) sections. Section 4 (*see Appendix I*) contained items to be answered only by individuals that have earned at least a BA degree in public administration. These items are listed below.

SECTION IV

20. Listed below are some fields of knowledge that have been included in Public administration degree programs. To what extent do you feel knowledge of each of these fields is necessary and important in your job as a public administrator? **(Please circle the appropriate number)**

		Very Important			Not Important
a.	Organization behavior and interpersonal relations	4	3	2	1
b.	Knowledge of political institutions and processes in state government	4	3	2	1
c.	Statistical analysis	4	3	2	1
d.	Management information systems and computer utilization	4	3	2	1
e.	Program evaluation	4	3	2	1
f.	Budget operations and financial administration	4	3	2	1
g.	Personnel Management	4	3	2	1
h.	Administrative law and legal issues	4	3	2	1
i.	Public relations and communication	4	3	2	1
j.	Policy analysis	4	3	2	1

Table 3 State Administrators' Views Toward Public Administration Curriculum

Perceived importance of specific subfield		MPA OR HIGHER DEGREE	BACCA-LAU-REATE	ALL STATE ADMIN
Organization behavior and interpersonal relations	NOT IMPORTANT	.8	.4	.7
	NOT VERY IMPORTANT	6.7	7.0	6.7
	IMPORTANT	34.1	45.4	36.2
	VERY IMPORTANT	58.4	47.3	56.4
	TOTAL N	1230	273	1503
	TOTAL %	81.8	18.2	100.0
Knowledge of political institutions and processes in state government	NOT IMPORTANT	.5	1.5	.7
	NOT VERY IMPORTANT	5.0	11.0	6.1
	IMPORTANT	37.3	45.4	42.1
	VERY IMPORTANT	57.2	42.1	54.5
	TOTAL N	1229	273	1502
	TOTAL %	81.8	18.2	100.0

Continued

Table 3 State Administrators' Views Toward Public Administration Curriculum (*Continued*)

Perceived importance of specific subfield		MPA OR HIGHER DEGREE	BACCA-LAU-REATE	ALL STATE ADMIN
Statistical analysis	NOT IMPORTANT	4.3	1.8	3.9
	NOT VERY IMPORTANT	27.8	28.6	28.0
	IMPORTANT	44.3	52.0	45.7
	VERY IMPORTANT	23.6	17.6	22.5
	TOTAL N	1229	273	1502
	TOTAL %	81.8	18.2	100.0
Management Information systems and computer utilization	NOT IMPORTANT	.9	.4	.8
	NOT VERY IMPORTANT	11.6	7.4	10.8
	IMPORTANT	41.6	49.6	43.0
	VERY IMPORTANT	46.0	42.6	45.4
	TOTAL N	1227	272	1499
	TOTAL %	81.9	18.1	100.0
Program evaluation research methodology	NOT IMPORTANT	2.1	2.6	2.2
	NOT VERY IMPORTANT	18.8	25.8	20.1
	IMPORTANT	45.6	47.2	45.9
	VERY IMPORTANT	33.4	24.4	31.8
	TOTAL N	1226	271	1497
	TOTAL %	81.9	18.1	100.0
Budget Operations and financial administration	NOT IMPORTANT	1.1	.7	1.1
	NOT VERY IMPORTANT	6.7	8.5	7.0
	IMPORTANT	35.8	31.5	35.0
	VERY IMPORTANT	56.4	59.3	56.9
	TOTAL N	1225	270	1495
	TOTAL	81.9	18.1	100.0
Personnel management	NOT IMPORTANT	1.8	.4	1.9
	NOT VERY IMPORTANT	14.8	5.5	13.4
	VERY IMPORTANT	44.5	54.8	46.4
	TOTAL N	1225	272	1497
	TOTAL %	81.8	18.2	100.0
Administrative law and legal issues	NOT IMPORTANT	2.3	0.0	1.9
	NOT VERY IMPORTANT	18.8	18.0	18.7
	IMPORTANT	45.2	46.0	45.3
	VERY IMPORTANT	33.7	36.0	34.1
	TOTAL N	1226	272	1498
	TOTAL %	81.8	18.2	100.0
Public relations	NOT IMPORTANT	1.7	0.0	1.4
	IMPORTANT	44.5	44.5	44.5
	VERY IMPORTANT	38.6	47.8	40.2
	TOTAL N	1224	272	1496
	TOTAL %	81.8	18.2	100.0
Policy analysis	NOT IMPORTANT	1.6	1.5	1.5
	NOT VERY IMPORTANT	9.8	13.3	10.4
	IMPORTANT	40.0	48.0	41.5
	VERY IMPORTANT	48.6	37.3	46.6
	TOTAL N	1219	271	1490
	TOTAL %	81.8	18.2	100.0

An investigation of Table 3 has led to the belief that differences between the Mpa and Baccalaureate samples might exist for six (6) of the ten (10) items. The sample of respondents that hold a MPA or higher degree feel that following areas of knowledge are more important than do their Baccalaureate counterparts.

Organizational behavior and interpersonal relations
Knowledge of political institutions and processes in state government
Program evaluation and research methodology
Policy analysis

On the other hand, respondents with less than a MPA degree reported feeling the following knowledge areas more important than do their MPA counterparts.

Personnel management
Public relations and communication

Both samples seem to agree on the relative importance of the remaining four (4) knowledge areas. Consensus was also reached about the unimportance of studying statistical analysis. This condition is somewhat surprising, considering we are in the midst of the information era.

It should be indicated that distribution of all responses tended to favor the important and very important levels. This suggests that areas of knowledge being addressed by public administration academic programs are seen as appropriate. Differences that appear to exist between the MPA and Baccalaureate samples is not explainable with the present analysis. However, prior work suggests that these variances may be more related to the aging process than anything other variable (Mohapatra et. al., 1990).

Political acuity

Daniel and Rose (1991) reported the identification of a trait thought to be part of the public administration professional socialization construct. Evidence for this inference was found among data collected as part of a survey of Kentucky state public administrators. Because of what seemed to be an important finding, an effort to better understand this phenomenon was made in the present study. To seek support for this trait additional items were added to the questionnaire.

The following items in the first section of the questionnaire were written expressly for the above purpose.

1. As a state public administrator, how important do you believe it is to keep currently informed of the following? **(Please circle appropriate number)**

		Very Important			Not Important
a.	Election voting patterns	4	3	2	1
b.	Public opinion poll results	4	3	2	1
c.	Legislators and their views	4	3	2	1
d.	Elected executives and their views	4	3	2	1
e.	Legislative candidates and their views	4	3	2	1
f.	Executive candidates and their views	4	3	2	1
g.	Specific policy issues e.g., educational, economic development, environmental	4	3	2	1
h.	Federal government grant programs	4	3	2	1
i.	Foreign affairs involving the U.S.	4	3	2	1
j.	Public sector labor relations	4	3	2	1
k.	Minority groups and their views on policy issues	4	3	2	1
l.	General developments in the profession of public administration	4	3	2	1

An exciting result occurred when data from the present study were submitted to the same statistical treatment as was performed for the Kentucky study. A detailed report of the process and outcomes are presently underway as part of the final report to the National Science Foundation (**Grant No. RII 9006563**). The following is a brief overview of what has been found to date.

A priori, it was thought that the items found in the question shown above would all load heavy on a single factor *(i.e., a political acuity factor)*. This was the case with an abbreviated question on the questionnaire used for the Kentucky study. However, this was not to be. Instead of a single factor, three (3) factors were found to exist, with all three making sense. Table 4 contains groupings for the three factors.

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Table 4 Political Acuity Factors

- **Factor One** (*Socio-political*)

  Minority groups and their views on policy issues
  Public sector labor relations
  Foreign affairs involving the U.S.
  General developments in the profession of Public Administration
  Election voting patterns
  Public opinion poll results

- **Factor Two** (*Political Activity*)

  Legislative candidates and their views
  Executive candidates and their views

- **Factor Three** (*Political Function*)

  Elected executives and their views
  Legislators and their views

The factor names were hastily assigned and are likely to be altered for the final report; however, no argument can be posited against their existence. For this paper, a one-way Multivariate Analysis of Variance (**MANOVA**) was performed using training category as the reference variable and composites of the items as they loaded on the specific factors as the criteria. Table 5 below contains the MANOVA results.

Table 5 MANOVA of Training Type by Political Acuity Factors

Multivariate Tests of Significance (S = 3, M = 0, N = 2841 1/2)

Test Name	Value	Approx. F	Hypoth. DF	Error DF	Sig. of F
Pillais	.01135	5.39909	12.00	17061.00	.000*
Hotellings	.01142	5.40739	12.00	17051.00	.000*
Wilks	.98868	5.40440	12.00	15041.39	.000*
Roys	.00731				

* Significant at Alpha < .00001

As can be seen in Table 5, a statistically significant difference was detected for at least one of the dependent measures. Univariate F tests were next performed in order to determine where the differences occurred. Table 6 below contains these results.

Table 6 ANOVAs for Training Type and the Political Acuity Factors

Univariate F-tests with (4,5687) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
Socio-Polit.	14.48059	2118.84970	3.62015	.37258	9.71649	.000*
Political Act.	12.01014	3588.91238	3.00254	.63107	4.75783	.001*
Political Fun.	1.11827	1858.90474	.27957	.32687	.85529	.490

* Significant at Alpha < .05

The ANOVAs reveal that statistical significant differences because of training occurred for two of the three factors (*i.e., Socio-Political Acuity Political Activity Acuity*). In order to determine the nature of these differences, Scheffe multiple range test was performed and reported in Tables 7 and 8 below.

Table 7 **Scheffe Multiple Range Test - Training Type by Socio-Political Acuity**

SCHEFFE PROCEDURE
RANGES FOR THE 0.050 LEVEL
4.36 4.36 4.36 4.36

THE RANGES ABOVE ARE TABLE RANGES.
THE VALUE ACTUALLY COMPARED WITH MEAN(J)-MEAN(I) IS.
0.4319 * RANGE * DSQRT(1/N(I) + 1/N(J))
(*) DENOTES PAIRS OF GROUPS SIGNIFICANTLY DIFFERENT AT THE 0.050 LEVEL

Legend

Grp 1 = CPM
Grp 2 = Baccalaureate
Grp 3 = MPA or Higher
Grp 4 = Other Related
Grp 5 = No Training

Mean	Group	Grp 5	Grp 3	Grp 2	Grp 4	Grp 1
2.7955	Grp 5					
2.8689	Grp 3	*				
2.9038	Grp 2	*				
2.9090	Grp 4	*				
2.9308	Grp 1	*				

Table 8 **Scheffe Multiple Range Test - Training Type by Political Activity Acuity**

SCHEFFE PROCEDURE
RANGES FOR THE 0.050 LEVEL -
4.36 4.36 4.36 4.36

THE RANGES ABOVE ARE TABLE RANGES.
THE VALUE ACTUALLY COMPARED WITH MEAN(J)-MEAN(I) IS.
0.5604 * RANGE * DSQRT(1/N(I) + 1/N(J))
(*) DENOTES PAIRS OF GROUPS SIGNIFICANTLY DIFFERENT AT THE 0.050 LEVEL

Legend

Grp 1 = CPM
Grp 2 = Baccalaureate
Grp 3 = MPA or Higher
Grp 4 = Other Related
Grp 5 = No Training

		Grp 3	Grp 5	Grp 4	Grp 2	Grp 1
Mean	Group					
2.9707	Grp 3					
2.981	Grp 5					
3.0261	Grp 4					
3.0406	Grp 2					
3.1750	Grp 1	*	*			

The Scheffe Multiple Range test for the Socio-Political Acuity factor suggests that training and/or education does make a difference how state public administrators feel toward knowledge of the general mood of the public. While all levels of the independent variable reported slighty positive attitudes, those groups with some kind of education/training were moderately more positive (see Table 9). The differences for the Political Activity Acuity factor seem to result, in a positive direction, from CPM training (see Table 8). The CPM sample differs from the MPA and None samples but not from the Baccalaureate or Other samples (see Table 10). What this condition indicates is not clear at the present. When the other independent and intervening variables are analyzed more may be said.

Table 9 **Means and Standard Deviations Training Type by Socio- Political Acuity**

FACTOR	Mean	Std. Dev.	N
CPM	2.932	.595	311
Bachelor	2.908	.641	337
MPA and Higher	2.870	.591	1356
Other	2.908	.625	856
None	2.797	.613	2832
For entire sample	**2.845**	**.612**	**5692**

Table 10 **Means and Standard Deviations for Training Type by Political Activity Acuity**

FACTOR	Mean	Std. Dev.	N
CPM	3.170	.714	311
Bachelor	3.030	.775	337
MPA and Higher	2.968	.784	1356
Other	3.018	.795	856
None	2.981	.810	2832
For entire sample	**2.996**	**.795**	**5692**

V
CONCLUSIONS

This brief analysis of a very small part of a comprehensive national study suggests that education and training programs in public administration do produce some attitudinal and perhaps some value changes. Hopefully, these changes are positive and concommitantly affect performance. Further insight into the structural nature of the professional socialization process (*i.e., political acuity*) was gained. Additional inferences must await the complete analyses of these data.

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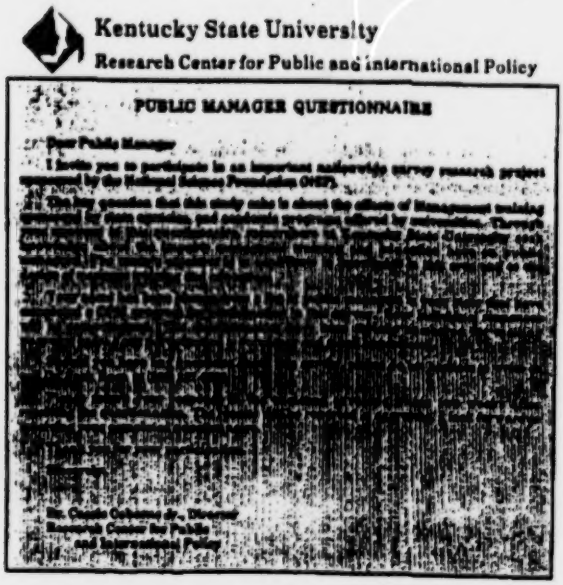
Appendix I



Kentucky State University
Research Center for Public and International Policy

PUBLIC MANAGER QUESTIONNAIRE

Dear Public Manager:

I invite you to participate in an important nationwide survey research project sponsored by the National Science Foundation (NSF).

The key question that this study asks is about the effects of Management training programs for state agencies and academic programs offered by universities. Through [illegible] we hope to [illegible] on the [illegible] of [illegible] and on the [illegible] of [illegible] and [illegible] on the [illegible] of [illegible] and [illegible] on the [illegible] of [illegible] and [illegible]

SECTION III: Management Training Experience

(If you have not completed or attended a management training program, skip to Section IV.)

Indicate the source of your training

a. ____ City Government
b. ____ County Government
c. ____ State Government
d. ____ Federal Government
e. ____ Private
f. ____ University Academic Program

The following lists some management topics frequently offered by management training workshops. Please indicate the extent to which you feel training in these areas would contribute to your growth as a public manager. (Please circle the appropriate number)

	Great Extent			Little Extent
a. Understanding Conflict	4	3	2	1
b. Problem Solving and Decision Making	4	3	2	1
c. Discipline	4	3	2	1
d. Equal Employment Opportunity	4	3	2	1
e. Financial Management and Planning	4	3	2	1
f. Computer Information and Office Applications	4	3	2	1
g. Managing Work Relationships	4	3	2	1
h. Managing Under a Merit System	4	3	2	1
i. Motivation	4	3	2	1
j. Performance Management	4	3	2	1
k. Strategic Planning	4	3	2	1

	Low Value			High Value
Please indicate how often you have utilized what you learned during this training program.	4	3	2	1

	Very Helpful			Not Helpful
Please indicate the usefulness of the readings and reference material you received during your training	4	3	2	1

	Very Valuable			Not Valuable
16. How valuable was your training in increasing your effectiveness?	4	3	2	1

17. In which year did you last participate in training/education? ____

18. As a supervisor, which of the following are you now doing that you did not do before participating in your training program?

a. ____ Maintaining better working relationships
b. ____ Establishing better team goals
c. ____ Exercising better time management
d. ____ Being more assertive
e. ____ Being more positive
f. ____ No change
g. ____ Other: (specify) _____

19. In your opinion, what other areas of training should be included in a comprehensive management training program?

_____

_____

_____

SECTION IV: Management Education

(If you have not earned a degree in management, skip to Section V.)

20. Listed below are some fields of knowledge that have been included in Public Administration degree programs. To what extent do you feel knowledge of each of these fields is necessary and important in your job as a public administrator? Please circle the appropriate number.

	Large Extent			No Extent
a. Organizational behavior and interpersonal relations	4	3	2	1
b. Knowledge of political institutions and processes in state government	4	3	2	1
c. Statistical analysis	4	3	2	1
d. Management information systems and computer utilization	4	3	2	1
e. Program evaluation research methodology	4	3	2	1
f. Budget operations and financial administration	4	3	2	1
g. Personnel management	4	3	2	1
h. Administrative law and legal issues	4	3	2	1
i. Public relations and communication	4	3	2	1
j. Policy analysis	4	3	2	1

21. In your opinion, what other fields of knowledge should be included in a Master of Public Administration degree program?

_____

_____

_____

_____

SECTION V: Present Job

Information in this section will be used to categorize managers in a variety of ways so that similarities and differences in job content or position can be analyzed. (Please circle the appropriate number)

22. Indicate the number of employees you directly supervise, that is, only those employees immediately beneath you on the organizational chart. _____

23. Indicate the total number of employees you are held responsible for. (Include both employees directly supervised and indirectly supervised through subordinate managers. _____

24. How many levels are there between you and the top person in your agency? (If you are the top person, write X. If you report to the top person write 1, and so on down through the organization.) ____

25. How much discretion is there in your job, compared to your previous job? (Please circle the appropriate number)

	Great Discretion			No Discretion
a. Freedom to act independently of supervisor.	4	3	2	1
b. Freedom to set your own goals/objectives.	4	3	2	1
c. Freedom to choose the methods for achieving objectives/projects.	4	3	2	1
d. Freedom to choose the order in which different parts of the job are done.	4	3	2	1
e. Freedom to choose with whom you work to get the job done.	4	3	2	1

27. Please indicate below which of the following are male or female in your present organization.

	Male	Female
a. Your immediate supervisor	1	2
b. The colleague who has been most helpful in your present position	1	2
c. The person who did your job before you	1	2
d. How many current colleagues in your work environment are there and how many are female?	____	____
e. How many of your immediate subordinates are male, and how many are female	____	____
f. Other people with the same position title as you in your organization	____	____

28. Which of the following describes best the work ethic you are held responsible for?

a. ____ Person-oriented
b. ____ Paperwork oriented
c. ____ Machine/production oriented

29. Which of the following categories best describes the jobs you are held responsible for?

a. ____ Administrative, professional, technical
b. ____ Clerical, office machine, administrative support
c. ____ Supervisory, managerial
d. ____ Service, maint., agricultural, construction
e. ____ Law enforcement, investigative, protective

30. What is your present annual salary to the nearest thousand dollars? _____

31. Nature of your present appointment

a. ____ Elected official
b. ____ Political appointee
c. ____ Merit system employee
d. ____ Other (specify) _____

SECTION VI: Background Information

32. What is the highest level of your education (To the nearest year)? _____

33. Please indicate any and all undergraduate and graduate degrees earned. _____

_____, _____, _____, _____

34. What specific college level degree, and/or course work or training have you had in Public Administration.

a. ____ BA
b. ____ MPA
c. ____ Ph. D/DPA
d. ____ CPM Graduate
e. ____ Other (specify) _____

35. Gender

36. Ethnic Origin

a. ____ White
b. ____ African American
c. ____ Hispanic
d. ____ Native American
e. ____ Asian or Pacific Islander
f. ____ Other (specify) _____

37. Date of Birth ____/____/____ (Mo. Day Yr.)

38. Number of years in public service? _____

39. Please use the chart below to describe your career history over the last five (5) position changes in public service, starting with the most recent change. (If you have had less than five (5) changes, indicate those that you have had.)

No. of Moves (Enter yr)	Year	Type of Change: Change of Agency		Change in Status		Change to Function	
		Yes	No	Yes (No Change)	No (Same)	Yes	No
1st	19__	1	2	1	2	1	2
2nd	19__	1	2	1	2	1	2
3rd	19__	1	2	1	2	1	2
4th	19__	1	2	1	2	1	2
5th	19__	1	2	1	2	1	2

The Research Center for Public and International Policy at Kentucky State University wishes to thank you again for taking enough of your time to complete this questionnaire.

The information obtained from this survey will assist our nation's colleges, universities and state governments to continue providing education and training in Public Administration of the highest quality.

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